

Springfield Elementary

1608 Florida Avenue
Greenwood, SC 29646

Grades	PK-5 Elementary School	
Enrollment	579 Students	
Principal	Bonnie Corbitt	864-941-5535
Superintendent	William P. Steed, Ed.D.	864-941-5400
Board Chair	Dru James	864-223-1878

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	53	4	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Below Average	Yes

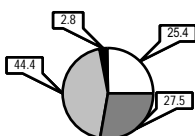
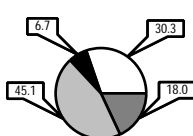
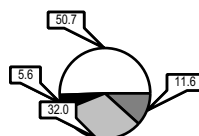
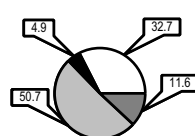
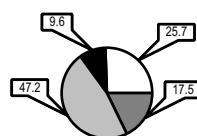
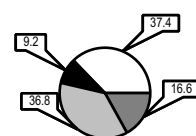
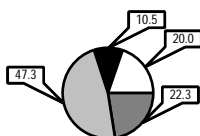
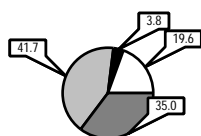
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	301	100.0	25.4	44.4	27.5	2.8	40.8	Yes	Yes
Gender									
Male	162	100.0	31.8	45.7	20.5	2.0	32.5		
Female	139	100.0	18.0	42.9	35.3	3.8	50.4		
Racial/Ethnic Group									
White	121	100.0	8.5	41.5	44.1	5.9	62.7	Yes	Yes
African American	155	100.0	34.7	50.3	14.3	0.7	25.2	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	66.7	20.0	13.3	0.0	13.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	253	100.0	20.0	45.8	30.8	3.3	45.4		
Disabled	48	100.0	54.5	36.4	9.1	0.0	15.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	301	100.0	25.4	44.4	27.5	2.8	40.8		
English Proficiency									
Limited English Proficient	19	100.0	66.7	20.0	13.3	0.0	13.3	I/S	I/S
Non-Limited English Proficient	282	100.0	23.0	45.7	28.3	3.0	42.4		
Socio-Economic Status									
Subsidized meals	180	100.0	34.3	50.0	15.1	0.6	27.1	Yes	Yes
Full-pay meals	121	100.0	12.7	36.4	44.9	5.9	60.2		

Mathematics – State Performance Objective = 36.7%									
All Students	301	100.0	30.3	45.1	18.0	6.7	34.9	Yes	Yes
Gender									
Male	162	100.0	33.8	41.1	19.9	5.3	31.8		
Female	139	100.0	26.3	49.6	15.8	8.3	38.3		
Racial/Ethnic Group									
White	121	100.0	17.8	36.4	32.2	13.6	61.9	Yes	Yes
African American	155	100.0	36.7	53.7	8.2	1.4	13.6	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	66.7	33.3	0.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	253	100.0	25.4	46.3	20.4	7.9	40.0		
Disabled	48	100.0	56.8	38.6	4.5	0.0	6.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	301	100.0	30.3	45.1	18.0	6.7	34.9		
English Proficiency									
Limited English Proficient	19	100.0	66.7	33.3	0.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	282	100.0	28.3	45.7	19.0	7.1	35.7		
Socio-Economic Status									
Subsidized meals	180	100.0	38.0	51.8	8.4	1.8	18.1	Yes	Yes
Full-pay meals	121	100.0	19.5	35.6	31.4	13.6	58.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	301	100.0	50.7	32.0	11.6	5.6	17.3
Gender							
Male	162	100.0	51.7	31.1	9.3	7.9	17.2
Female	139	100.0	49.6	33.1	14.3	3.0	17.3
Racial/Ethnic Group							
White	121	100.0	23.7	40.7	22.0	13.6	35.6
African American	155	100.0	70.1	25.9	4.1	0.0	4.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	80.0	20.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	253	100.0	44.6	35.4	13.3	6.7	20.0
Disabled	48	100.0	84.1	13.6	2.3	0.0	2.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	301	100.0	50.7	32.0	11.6	5.6	17.3
English Proficiency							
Limited English Proficient	19	100.0	80.0	20.0	0.0	0.0	0.0
Non-Limited English Proficient	282	100.0	49.1	32.7	12.3	5.9	18.2
Socio-Economic Status							
Subsidized meals	180	100.0	65.1	29.5	4.8	0.6	5.4
Full-pay meals	121	100.0	30.5	35.6	21.2	12.7	33.9

Social Studies							
All Students	301	100.0	32.7	50.7	11.6	4.9	16.5
Gender							
Male	162	100.0	33.8	49.7	9.9	6.6	16.6
Female	139	100.0	31.6	51.9	13.5	3.0	16.5
Racial/Ethnic Group							
White	121	100.0	12.7	55.1	22.0	10.2	32.2
African American	155	100.0	46.9	48.3	3.4	1.4	4.8
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	53.3	46.7	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	253	100.0	27.1	54.2	12.9	5.8	18.8
Disabled	48	100.0	63.6	31.8	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	301	100.0	32.7	50.7	11.6	4.9	16.5
English Proficiency							
Limited English Proficient	19	100.0	53.3	46.7	0.0	0.0	0.0
Non-Limited English Proficient	282	100.0	31.6	50.9	12.3	5.2	17.5
Socio-Economic Status							
Subsidized meals	180	100.0	45.8	49.4	4.2	0.6	4.8
Full-pay meals	121	100.0	14.4	52.5	22.0	11.0	33.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	126	98.4	23.7	35.6	36.4	4.2	40.7
	4	107	100.0	23.0	50.0	27.0	N/A	27.0
	5	110	100.0	23.8	47.5	26.7	2.0	28.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	100	100.0	25.8	39.2	28.9	6.2	35.1
	4	103	100.0	24.7	45.4	27.8	2.1	29.9
	5	98	100.0	25.6	48.9	25.6	0.0	25.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	126	100.0	27.7	55.5	10.1	6.7	16.8
	4	107	100.0	19.0	56.0	14.0	11.0	25.0
	5	110	100.0	27.7	48.5	13.9	9.9	23.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	100	100.0	27.8	50.5	15.5	6.2	21.6
	4	103	100.0	38.1	37.1	18.6	6.2	24.7
	5	98	100.0	24.4	47.8	20.0	7.8	27.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	100	100.0	50.5	38.1	8.2	3.1	11.3
	4	103	100.0	51.5	27.8	12.4	8.2	20.6
	5	98	100.0	50.0	30.0	14.4	5.6	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	100	100.0	38.1	46.4	11.3	4.1	15.5
	4	103	100.0	30.9	52.6	9.3	7.2	16.5
	5	98	100.0	28.9	53.3	14.4	3.3	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 579)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.9%	Up from 1.0%	3.3%	3.0%
Attendance rate	96.9%	Down from 97.0%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%	Up from 4.4%	4.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%	Down from 3.8%	3.5%	3.2%
Eligible for gifted and talented	13.8%	Up from 11.4%	12.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.4%	Down from 10.2%	9.3%	8.2%
Older than usual for grade	0.5%	Down from 1.2%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	48.8%	Down from 52.4%	52.8%	52.6%
Continuing contract teachers	88.4%	Down from 92.9%	85.0%	83.3%
Highly qualified teachers	92.7%	Down from 97.4%	93.4%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.0%	Down from 88.0%	87.7%	87.0%
Teacher attendance rate	95.2%	Up from 92.3%	94.9%	95.0%
Average teacher salary	\$40,229	Down 0.9%	\$41,537	\$41,703
Prof. development days/teacher	14.5 days	Up from 12.7 days	13.5 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 20.4 to 1	18.8 to 1	18.8 to 1
Prime instructional time	88.8%	Up from 87.8%	89.2%	89.8%
Dollars spent per pupil*	\$5,486	Down 4.6%	\$6,092	\$6,242
Percent of expenditures for teacher salaries*	63.8%	Down from 64.8%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	86.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year was great for our faculty, staff, parents and students here at Springfield Elementary School. We saw improvements in both academic and social skills. The entire faculty participated in extensive staff development opportunities designed to enhance our English/Language Arts and Math programs.

Our faculty and staff analyzed our school data and we implemented curriculum instruction, assessments and professional development workshops to better serve the needs of our diverse population. We are dedicated to improvement and willing to make changes that maximize learning for all students.

Springfield has an exceptional staff. Freida Brooks, who teaches 3rd grade, was selected as our Teacher of the Year. We also had three teachers working on National Board Certification. The entire staff is committed to excellence in education.

We had many curriculum offerings, including Reading Recovery, GATAS for state identified academically gifted and talented students, a tutorial and enrichment program to target specific strengths and weaknesses, a computer lab for remediation and enrichment, art, music, PE, speech and special education services.

Springfield's PTO and School Improvement Council has remained very active in our school. The PTO focused on raising much needed funds for school improvements and implemented a mentoring program for our students.

Service learning projects completed were donations to the United Way, Pennies for Patients, Meals on Wheels, the Humane Society, and canned food drives for local charities.

We reviewed our School Improvement Plan and will continue to focus on improving our standardized test scores. We appreciate the support and dedication of the parents and community members who serve in all capacities to improve the educational experiences of all students.

Roger Richburg

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	91	57
Percent satisfied with learning environment	94.1%	92.3%	89.1%
Percent satisfied with social and physical environment	90.9%	95.6%	87.3%
Percent satisfied with school-home relations	82.4%	95.6%	82.1%

*Only students at the highest elementary school grade level at this school and their parents were included.